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ABSTRACT

Despite the best efforts of parents and educators, teasing continues to be a common stressor for many elementary school children. This guide provides information for parents, caregivers, and educators to teach children useful strategies to deal with teasing. It describes the types of teasing, what children are teased about, why children tease, reactions to teasing, and strategies that are effective for most children. Ten coping strategies are identified: (1) self-talk; (2) ignore; (3) the "I-Message"; (4) visualization; (5) reframing; (6) agree with the teaser; (7) the "So?" response; (8) respond to the tease with a compliment; (9) humor; and (10) ask for help. A survey to determine the nature and extent of teasing in a particular setting is included. Suggestions for educators include discussing teasing in the classroom, using literature to springboard discussion or writing, identifying teasing on television, and using experiential activities to elicit discussion about name-calling. Strategies for parents of teasers include imposing consequences for teasing, assessing why the child is teasing, providing empathy training, promoting and practicing appreciation of differences, and monitoring television viewing. Suggestions for parents of teased children include exploring the situation, encouraging expression of feelings, conveying empathy, reviewing parental behavior, promoting healthy friendship, and teaching the child coping strategies. Several samples of children's writing and drawing about teasing are included. (Contains 19 references.) (KB)

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